BÍ CINEÁLTA POLICY

MAY 2026

St. Brendan's Community School

St. Brendan's Community School Mission Statement

"Our aim is to create a caring community of learning where each individual is valued as a unique human being."

Introduction

St. Brendan's Community School is dedicated to developing each student as an individual. Our pastoral care throughout the school goes hand in hand with ensuring personal success. All members of staff share a collective responsibility to act to prevent bullying behaviour in our School Community. The School aims to create a 'telling' atmosphere where students safely disclose incidents of bullying behaviour. The aim of this policy is to ensure the School is a safe and secure environment for all.

In accordance with the requirements of the Education (Welfare) Act 2000 and the Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools, the Board of Management of St. Brendan's Community School has adopted the following policy with and within the framework of the school's overall Code of Behaviour. The Board of Management recognises the very serious nature of bullying behaviour and the negative impact that it can have on the lives of students and is therefore fully committed to ensuring that policy and practice in the school is guided by the four key principles of Cineáltas:

- Prevention
- Support
- Oversight
- Community



Scope

The Bí Cineálta Policy applies in the following contexts:

- The relationships between students and other students.
- The relationships between students and staff members.

Application

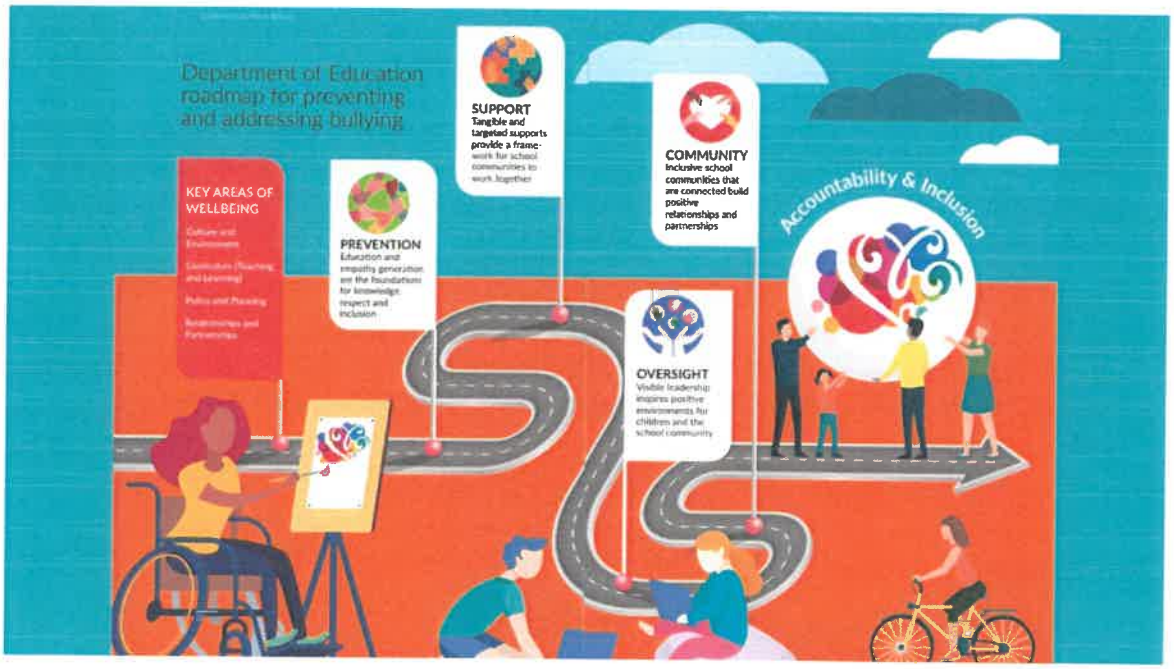
The care and wellbeing of students is the responsibility of all members of the school community. All members of the school community have an important role and responsibility in helping the St. Brendan's Community School to prevent and address school-based bullying behaviour and to deal with any negative impact within school of bullying behaviour that occurs elsewhere. Bullying behaviour which occurs outside of St. Brendan's Community School and does not have an impact in school is outside the scope of this policy e.g. in neighbourhoods, sports clubs, within families etc.

The Bí Cineálta Policy applies when students are:

- on the school grounds.
- travelling to and from school.
- on school tours and trips.
- engaged in extracurricular activities organised by the school.

It also applies to any:

- bullying behaviour outside school which seriously impacts on a student's participation in school.
- behaviour that adversely affects the school reputation or the education of any student in the school.



Department of Education's roadmap for preventing and addressing bullying

Statement of Commitment

The Board of Management of St. Brendan's Community School has adopted the following policy to prevent and address bullying behaviour. This policy fully complies with the requirements of Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024.

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour. Ireland ratified the United Nations (UN) Convention on the Rights of the Child in September 1992. In doing this, we committed to promote,

protect and fulfil the rights of children. Bullying is a children's rights issue. Bullying interferes with the following rights of the child:

- The right to freedom of expression (Article 13)
- The right to freedom of thought, conscience and religion (Article 14)
- The right to freedom of association and freedom of peaceful assembly (Article 15)
- The right to privacy (Article 16)
- The right to be protected from all forms of abuse and neglect (Article 19)
- The right to enjoy the highest attainable standard of health (Article 24)
- The right to education (Article 28)
- The right to enjoy their own culture, religion or language (Article 30)

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

These procedures related to measures to prevent and address bullying behaviour that occur between students. Allegations of bullying behaviour by students towards school staff will be addressed through the School's Positive Code of Behaviour. Allegations of bullying behaviour by school staff towards students will be addressed by the principal through the disciplinary procedures for staff.

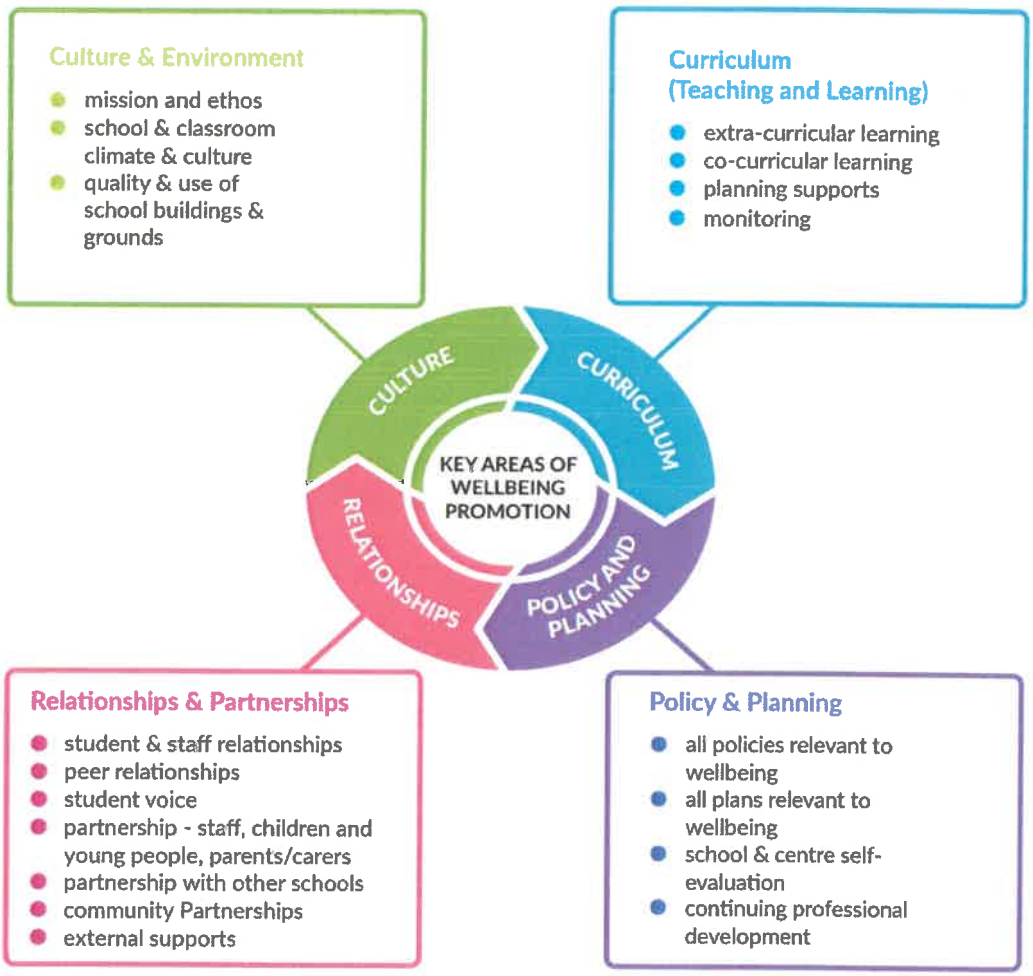


Wellbeing Context

Wellbeing Guidelines (NCCA, 2021, p. 13) state that "Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community". In the context of the school's mission statement, student wellbeing is understood to rest on students feeling safe, accepted, supported and celebrated as part of our community of learners.

In addition, the Government of Ireland's, "*Wellbeing Policy Statement and Framework for Practice*," (2018 – 2023), states that, "*the promotion of wellbeing will be at the core of the ethos of every school and centre for education*". (p. 20) Anti-bullying and other related policies support the school's work in ensuring students' wellbeing is supported.

Specifically, in the context of policy planning for Wellbeing, schools are encouraged to ensure anti-bullying policies are in place and regularly reviewed by the school community. (p. 97).



Key Areas of Wellbeing

Related Policies

St. Brendan's Community School recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all policies, practices and activities. The Bí Cineálta Policy is a central policy in St. Brendan's Community School. It is one of the most important policies with regards to how our school provides for the care and wellbeing of students. However, it does not operate in isolation. All other school policies relate to the St. Brendan's Community School Bí Cineálta Policy

It is the interdependence and co-operation of these policies in an organic way that ensures their effectiveness. Some of the policies that are most relevant to the Bí Cineálta Policy are outlined below. This list is not exhaustive and all school policies interrelate.

- Positive Code of Behaviour
- Child Protection Policy
- Guidance Policy
- RSE Policy
- Digital Citizenship Policy
- Wellbeing Policy
- Admissions Policy
- Attendance Policy
- School Tours Policy
- Substance Misuse Policy

It is understood that students choosing to enrol in St. Brendan's Community School will accept and fully comply with the agreed policies (including future amendments and new policies) for the duration of their enrolment.

Child Protection Procedures

In its policies, practices and activities, St. Brendan' Community School will adhere to the following principles of best practice in child protection and welfare:

The school will:

- Recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations:
- Fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters:
- Adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect:
- Develop a practice of openness with parents and encourage parental involvement in the education of their children: and
- Fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult student with a special vulnerability.

The Designated Liaison Person (DLP) is John Kennedy. The Deputy Designated Liaison Person (Deputy DLP) is Fidelma Foy.

Culture and Environment

A positive and inclusive school culture and environment is essential to prevent and address bullying behaviour.

- The school environment should be a space where students and school staff experience a sense of belonging and feel safe, connected and supported.
- Relationships between all members of the school community should be based on respect, care, integrity and trust.
- Open communication between the Boards of Management, school staff, students and their parents help to foster a collaborative approach and shared responsibilities in relation to preventing and addressing bullying behaviour.
- The school leadership team influences the school culture and sets the standards and expectations for the school community when preventing and addressing bullying behaviour.
- Each member of school staff has a responsibility to develop and maintain a school culture where bullying behaviour is unacceptable and to take a consistent approach to addressing bullying behaviour.
- Students can shape the school culture by promoting kindness and inclusion within their peer group and maintain a positive and supportive school environment for all.
- Parents, as active partners in their child's education, can help foster an environment where bullying behaviour is not tolerated through promoting empathy and respect.

Definition of Bullying

St. Brendan's Community School endorses the Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post Primary Schools where bullying is defined as follows:

- Bullying is targeted behaviour, online or offline, that causes harm.
- The harm caused can be physical, social and/or emotional in nature and can have lasting effects on the child experiencing the behaviour.
- Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.
- It is behaviour which is deliberate in nature and is unwanted. It is not accidental or reckless behaviour.

The harm can be:

- Physical - e.g. personal injury, damage to or loss of property
- Social - e.g. withdrawal, loneliness, exclusion
- Emotional - e.g. low self-esteem, depression, anxiety
- A one-off instance of negative behaviour towards a student is not bullying behaviour. However, a single hurtful message posted on social media can be considered bullying behaviour as it may be visible to a wide audience and has a high likelihood of being shared multiple times and so becomes a repeated behaviour.

Behaviour that is not Bullying Behaviour

- If the repeated harm is real for the student experiencing the behaviour, but unintended by the other student, this is not bullying, but, importantly, will be addressed under our school's Positive Code of Behaviour.
- Some students with special educational needs may have social communication difficulties which may make them communicate their needs through behaviours that can hurt themselves or others. It is important to note that these behaviours are not deliberate or planned, but in certain situations, they are an automatic response which they cannot control.
- Disagreement between students is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

A detailed definition is provided in Section 2 of the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour*.

Types of Bullying

The following are some of the types of bullying that can occur amongst students:

Type	***Explanation & Specific Examples of Behaviour (non-exhaustive)***
Written	Writing insulting remarks in public places, passing notes or drawings about the student.
Physical Aggression	Pushing, shoving, punching, kicking, poking, tripping people, inflicting pain...etc. Severe Physical Assault
Intimidation	Very aggressive body language with the voice being used as a weapon Facial expression which conveys aggression and/or dislike
Isolation/exclusion	This occurs where a certain person is deliberately isolated, excluded or ignored by some or all of a group. Other accompanying behaviours include; writing insulting remarks about a student in public places, passing around notes about or drawings of the student, whispering insults about them loud enough to be heard...etc.
Relational Bullying	This occurs when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined. This can happen by the student(s) engaged in the bullying behaviour controlling friendships, non-verbal gesturing, malicious gossip, spreading rumours about a person, giving a person the 'silent treatment', etc.
Cyber-bullying	This type of bullying is increasingly common and is continuously evolving. It is bullying carried out via text, direct messaging/instant messaging, social media platforms, email, apps, digital gaming sites, gaming consoles, chat rooms and other online technologies.
Name calling	Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates e.g. with reference to physical appearance, accent, distinctive characteristics...etc.

Damage to property	Damage to clothing, mobile phone or other devices, school books, learning materials, Students locker, bicycle...etc.
Extortion	Demands for money may be made, often accompanied by threats (sometimes carried out in the event of the targeted pupil not delivering on the demand). A pupil may also be forced into theft of property for delivery to another who is engaged in bullying behaviour.
Identity-Based	Bullying such as homophobic bullying, nonbinary bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs
Sexual	Unwelcome or inappropriate sexual comments or touching. Sexting - the sharing of explicit text and images about or of students or other without their permission.

Indicators of Bullying Behaviour

The following signs and symptoms *may* suggest that a student is being bullied:

1. Anxiety about travelling to and from school e.g. requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school.
2. Unwillingness to go to school, refusal to attend, truancy.
3. Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school.
4. Pattern of physical illnesses e.g. headaches, stomach aches.
5. Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays.
6. Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting.
7. Spontaneous out-of-character comments about either Students or teachers.
8. Possessions missing or damaged.
9. Increased requests for money or stealing money.
10. Unexplained bruising or cuts or damaged clothing; and
11. Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and his/her circumstances. The above signs do NOT necessarily mean that a student is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the student.

Key Area: Addressing Bullying Behaviour

The primary aim in addressing reports of bullying behaviour should be to stop the bullying behaviour and to restore, as far as practicable, the relationships of the students involved, rather

than to apportion blame. Every effort will be made to ensure that all involved including students, parents/guardians understand this approach from the outset.

Reporting Bullying Behaviour

- Any student or parents/guardians may bring a bullying incident to any teacher in the school.
- All reports, including anonymous reports of bullying, must be investigated and dealt with by the relevant Year Head where practicable.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus stewards, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant Year Head.

Identifying if Bullying Behaviour has Occurred

Bullying is defined in 'Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools' as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Section 2 of the *Bí Cineálta Procedures to Prevent and Address Bullying Behaviour.*

To determine whether the behaviour reported is bullying behaviour the following considerations will be taken:

1. Is the behaviour targeted at a specific student or group of students?
2. Is the behaviour intended to cause physical, social or emotional harm?
3. Is the behaviour repeated?

If the answer to each of the questions above is **Yes**, then the behaviour is bullying behaviour and the behaviour should be addressed using the Bí Cineálta Procedures. Note: One-off incidents may be considered bullying in certain circumstances. A single hurtful message posted on social media can be considered bullying behaviour as it has a high likelihood of being shared multiple times and thus becomes a repeated behaviour.

If the answer to any of these questions is **No**, then the behaviour is not bullying behaviour. Strategies to deal with inappropriate behaviour are provided for within our Positive Code Behaviour policy.

Investigating and Dealing with Incidents - Style of Approach

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- Parents/guardians and students are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible.

- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved.
- All interviews should be conducted with sensitivity and with due regard to the rights of all students concerned. Students who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements.
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher; It may also be appropriate or helpful to ask those involved to write down their account of the incident(s).
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parents/guardians of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parents/guardians an opportunity to discuss the St. Brendan's Community School Bí Cineálta Policy.
- Where the relevant teacher has determined that a student has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's Bí Cineálta Policy and efforts should be made to try to get him/her to see the situation from the perspective of the students being bullied.
- It must also be made clear to all involved (each set of Students and parents/guardians) that in any situation where disciplinary sanctions are required, this is a private matter between the student being disciplined, his or her parents/guardians and the school.

Follow Up and Recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:
  - Whether the bullying behaviour has ceased.
  - Whether any issues between the parties have been resolved as far as is practicable.
  - Whether the relationships between the parties have been restored as far as is practicable.
  - Any feedback received from the parties involved, their parents/guardianss or the school Principal or Deputy Principal.
- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the student who has been bullied is ready and agreeable.
- Where a parents/guardians is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parents/guardians must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parents/guardians has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parents/guardians of their right to make a complaint to the Ombudsman for Students.

Recording of Bullying Behaviour

The Relevant staff members for investigating/recording bullying behaviour are as follows:

- Teachers
- Tutor
- Year Head
- Care Team (Guidance Counsellor, Chaplain, Learning Support)
- Deputy Principal
- Principal

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal pre-determination That Bullying Has Occurred:

- The relevant teacher should complete a 'Bullying Investigation Form' (**Form AB1**, Appendix 1) to record any incidents witnessed by them or notified to them. All AB1 Forms must be forwarded to relevant Year Head(s).
- The Year Head(s) in liaison with the relevant Tutor(s) (where possible) will investigate the incident and place a copy of the 'Bullying Investigation Form' ***(Form* AB1)** in the folder marked *'Under Investigation'* which is stored under lock and key in the office.
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the Year Head, the Year Head must store a written record of the reports, the actions taken and any discussions with those involved in the St. Brendan's Community School Antibullying Policy *'Under Investigation'* folder.
- The Principal has access to the folder marked *'Under Investigation'* at all times.

Informal determination That Bullying Has Occurred:

- Following investigation if bullying has not been determined then the Year Head must update the initial 'Bullying Investigation Form' ***(Form AB1)*** marking it as 'Inconclusive'.
- In cases where bullying has been established the Year Head must update the initial 'Bullying Investigation Form' ***(Form AB1)*** marking it as 'Recorded' and complete a 'Bullying Incident Form' (**Form AB2**).
- The Year Head must keep appropriate written records which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the parties involved.
- The Year Head should store all documentation pertaining to the bullying incident in the *'Bullying Incidents'* folder which is stored under lock and key in the office.

Formal Determination That Bullying Has Occurred:

The Year Head must use the recording template 'Bullying Incident Form' (**Form AB2**) to record the bullying behaviour in the following circumstances:

a) In cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred.

b) Where deemed appropriate incidents requiring immediate action i.e. incidents of serious physical assault, sextual assault or harassment will be reported to the Principal or Deputy Principal as applicable. Such incidents breach our school's Positive Code Behaviour.

A copy of all documentation collated during the informal phase of the investigation along with the **AB1 and AB2 Forms** should be stored in the folders marked *'Under Investigation'/'Bullying Incidents'*. All further documentation pertaining to the incident should also be placed in these folders which are stored under lock and key in the office.

The 'Bullying Investigation Form' (Form AB1) and the 'Bullying Incident Form' (Form AB2) can be accessed in the Staff Handbook or from the school office.

Should a bullying incident relate to a child protection issue, then the St. Brendan's Community School Child Procedures (outlined above) will take effect and supersede the above.

Key Area: Preventing Bullying Behaviour - School Wide Continuous Approach

The implementation of our Antibullying strategy is the responsibility of our Wellbeing and Antibullying Teams.

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- The fostering and enhancing of the self-esteem of all our Students through both curricular and extracurricular activities. Students will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on bullying to ensure that all staff develop an awareness of what bullying is, how it impacts on students lives and the need to employ to prevention and intervention strategies.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources.
- Professional development with specific focus on the training of the relevant teacher(s) .
- School wide awareness raising and training on all aspects of bullying, to include students, parents/guardians and the wider school community. i.e. Antibullying Week, LGBTIQ+ Week, Internet Safety Week, Friendship Week and Cyber Bullying Workshops.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- The use of student supports such as our Meitheal System to support students and encourage a culture of peer respect and support.

- Promotion of the Student Bí Cineálta Policy to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- The school's Bí Cineálta Policy is discussed with students and parents/guardians.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way students will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all students that when they report incidents of bullying they are not considered to be telling tales but are behaving responsibly.
- Ensuring that students know who to tell and how to tell.
- Identify clear protocols to encourage parents/guardians to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The Digital Citizenship Policy in the school to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the students use of mobile phones.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. GLEN www.glen.ie, BeLonGTo www.belongto.org.

Implementation of Curricula

- The full implementation of the SPHE and RSE Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons during Antibullying Week ensuring responsibility of Antibullying Strategies is shared.
- The school will specifically consider the additional needs of AEN Students with regard to programme implementation and the development of skills and strategies to enable all students to respond appropriately.

Supervision and Monitoring of Students

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of Students or staff or the harassment of Students or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Key Area: Development/Review of Bí Cineálta Policy



All members of our school community were provided with the opportunity to input into the development/review of this policy.

Stakeholder	Date Consulted	Method of Consultation
Staff	Staff Meeting 18th December 2024 Staff Questionnaires 10th April 2025 Staff Meeting 15th May 2025	Overview of Bí Cineálta procedures shared and discussed. Feedback gathered on current practices and policy draft. Final consultation to review and amend draft policy before ratification.
Students	Student Voice Team 7th April 2025 Student Questionnaires 10th April 2025	Input on Student-Friendly version of the policy. Feedback gathered from students across year groups
Parents	Parents Association 8th April 2025 Parent Questionnaires 11th April 2025	Policy draft shared for discussion and feedback. Distributed via Compass to gather wider parental feedback.
Board of Management		Review and Ratification
Date policy was approved:		
Date policy was last reviewed:		

Key Area Oversight

The Principal will present an update on bullying behaviour at each board of management meeting. This update will include the number of incidents of bullying behaviour that have been reported since the last meeting, the number of ongoing incidents and the total number of incidents since the beginning of the school year.

Where incidents of bullying behaviour have occurred, the principal will also provide a verbal update which will include where relevant, information relating to trends and patterns identified, strategies used to address the bullying behaviour and any wider strategies to prevent and address bullying behaviour where relevant. This update does not contain personal or identifying information. See Chapter 7 of the Bí Cineálta procedures.

This policy is available to our school community on the school's website and in hard copy on request. A student friendly version of this policy is displayed in the school and is also available on our website and in our Student Journal This policy and its implementation will be reviewed, following input from our school community, each calendar year or as soon as practicable after there has been a material change in any matter to which this policy refers.

Signed: Ming Loughnane Acting

Joan Hogan

Chairperson of Board of Management

Signed: John Kennedy

John Kennedy

Principal/Secretary of Board of Management

Date: 28/5/26

Date: 28/5/26

Date of next review: _____

Appendix 1

ST. BRENDAN'S COMMUNITY SCHOOL

BÍ CINEÁLTA

STUDENT POLICY

'WE WANT EVERYONE IN OUR SCHOOL TO FEEL SAFE AND HAPPY'



Appendix 2

AB2 Form Attached
☐ Yes
☐ No

St. Brendan's Community School

Bullying Investigation Form (FORM AB1)

This form should be used when recording any allegations of bullying behaviour.

Name of Student (allegedly) Experiencing Bullying Behaviour			
Name:		Class:	

Name(s) of Student(s) (allegedly) Displaying Bullying Behaviour			
Name:		Class:	
Name:		Class:	
Name:		Class:	
Name:		Class:	
Name:		Class:	
Name:		Class:	

Name(s) of Person(s) who Reported the Bullying Behaviour Concern: *(if a student then please include class)*	
Name:	

Details of Bullying Behaviour (alleged):		
Type:	Tick:	Brief description: *(Please attach any additional information/statements)*
Physical Aggression		

Intimidation	
Isolation/Exclusion	
Relational Bullying	
Cyber-bullying	
Name-Calling	
Damage to property	
Extortion	
Identity-Based *(specify)*	

Impact of Bullying Behaviour (alleged):

Brief Description of Investigation:

Deduction Based on the Investigation of the Alleged Bullying Behaviour: *(Please tick)*		
It is the opinion of the Year Head that bullying behaviour has occurred?	**Yes** If bullying has occurred please complete an AB2 Form	
	No	

Signed: _____ *(Relevant Teacher)*

Date: _____

Support for Relevant teacher:

- ✓ *Consult the Bí Cineálta Policy*
- ✓ *Consult with the Student Support Team*
- ✓ *Consult with the Year Head, Deputy Principal, Principal*
- ✓ *Use the Anti-Bullying Check-List in the Bí Cineálta Policy*

Appendix 3



St. Brendan's Community School

Bullying Incident Form (FORM AB2)

This form should be used when dealing with and following up bullying behaviour.

Please attach to the Bullying Investigation Form (AB1 FORM)

Name of Student Experiencing Bullying Behaviour			
Name:		Class:	

Name(s) of Student(s) Displaying Bullying Behaviour			
Name:		Class:	
Name:		Class:	
Name:		Class:	
Name:		Class:	
Name:		Class:	
Name:		Class:	

Name(s) of person(s) who Reported the Bullying concern: *(if a student then please include class)*	
Name:	

Communication with Parent/Guardian of Student Experiencing Bullying Behaviour	
Date:	
Signed:	

Communication with Parent/Guardian of Student(s) engaged in Displaying Bullying Behaviour	
Date:	
Signed:	

Details of Bullying Behaviour		
Type:	Tick:	Brief Description: *(Please attach any additional information/statements)*
Physical Aggression		
Intimidation		
Isolation/Exclusion		
Relational Bullying		
Cyber-bullying		
Name-Calling		
Damage to property		
Extortion		
Identity-based *(specify)*		

Impact of Bullying Behaviour

Details of Actions taken:		
Evidence Based Strategy	Tick:	Brief Description: *(Please attach any additional information)*
Traditional Disciplinary Approach		
Strengthening the Victim		
Mediation		

Restorative Practice		
Support Group Method		
Method of Shared Concern		

Monitoring of Progress			
Date	*Action*	*Response*	*Signed*

Signed: _____ *(Year Head)*

Date: _____

Appendix 4



Student Antibullying Questionnaire

1. Do you feel safe at school?

☐ Yes ☐ No

If no, please explain:

2. Do you know what bullying behaviour is?

☐ Yes ☐ No

3. Have you learned about bullying behaviour in school?

☐ Yes ☐ No

4. Are you being bullied in any way?

☐ Yes ☐ No

If yes, please tell an adult at home or at school. They can help you.

5. Is there anyone in your class being picked on by others?

☐ Yes ☐ No

6. Is anyone being excluded or ignored on purpose?

☐ Yes ☐ No

7. Is anyone spreading rumours or gossip (online or offline)?

☐ Yes ☐ No

8. Are pupils from other classes giving anyone in your class a hard time?

☐ Yes ☐ No

If you answered YES to any of questions 5–8, please tell an adult you trust.

9. Are there any areas in school where you feel unsafe?

☐ Yes ☐ No

If yes, please tell us where:

10. Are there any areas on your way to or from school where you feel unsafe?

☐ Yes ☐ No

If yes, please tell us where:

11. Have you seen bullying behaviour happen recently?

☐ Yes ☐ No

If yes, where did it happen?

12. Is there an adult at school you could talk to if you were worried or experiencing bullying?

☐ Yes ☐ No

13. Do you have any ideas for how the school could help prevent bullying behaviour?

☐ Yes ☐ No

If yes, please share your ideas:

Thank you for completing this questionnaire. Your voice matters.

Appendix 5

Parent Antibullying Questionnaire

1. Does your child feel safe in our school?

☐ Yes ☐ No

If no, please explain:

2. Have you seen the school's anti-bullying policy?

☐ Yes ☐ No

3. Do you know how to access the school's anti-bullying policy?

☐ Yes ☐ No

4. Do you know who to contact if you have a concern regarding bullying behaviour?

☐ Yes ☐ No

5. Does your child feel they can talk to a member of school staff if they have a worry or concern about bullying behaviour?

☐ Yes ☐ No

6. Has your child ever experienced bullying behaviour in this school?

☐ Yes ☐ No

7. Has your child ever engaged in bullying behaviour?

☐ Yes ☐ No

8. Has your child ever witnessed bullying behaviour?

☐ Yes ☐ No

9. If yes, were you happy with how this was dealt with?

☐ Yes ☐ No

If no, please explain:

10. Do you feel this school is committed to dealing with bullying behaviour and its prevention?

☐ Yes ☐ No

If no, please explain:

11. Is there anything else you would like to say about the school's approach to preventing and addressing bullying behaviour?

☐ Yes ☐ No

If yes, please advise below:

Thank you for completing this questionnaire. Your feedback is valuable to us.

Appendix 6



Antibullying Questionnaire for School Staff

1. Have you seen the school's Anti-Bullying Policy?

☐ Yes ☐ No

2. Do you know how to access the school's Anti-Bullying Policy?

☐ Yes ☐ No

3. Do you know who is responsible for responding to and addressing bullying behaviour in your class/school?

☐ Yes ☐ No

4. Have you engaged in any professional learning in this area?

☐ Yes ☐ No

5. *If not, how might you upskill to ensure you can support the school's* **Bí Cineálta** *policy?*

6. *What specific prevention strategies do you use in your classroom or in the wider school environment?*

7. Can you recall the most recent incident of bullying behaviour reported to you at this school?

☐ Yes ☐ No

If yes, what form of bullying behaviour occurred?

☐ Physical ☐ Verbal ☐ Written ☐ Extortion

☐ Exclusion ☐ Relational

How did you deal with the incident, and were you satisfied with the outcome?

8. *Where is bullying behaviour most likely to occur in this school?*

9. Do you feel that this school is committed to addressing and preventing bullying behaviour?

☐ Yes ☐ No

Please explain your answer:

10. Is there anything else you would like to say about the school's approach to preventing and addressing bullying behaviour?

☐ Yes ☐ No

If yes, please explain here:

Thank you for completing this questionnaire. Your feedback is valued and appreciated.